First Steps

—IN—

Composition

PART I.

HUTTON & LEKIN

PE 1408
H8

PRICE, 25 CENTS

THE COPP, CLARK COMPANY, LIMITED
TORONTO

FIRST STEPS

IN

COMPOSITION

PART I.

FIRST AND

SECOND BOOK CLASSES

BY

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TORONTO:

THE COPP, CLARK COMPANY, LIMITED

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PREFACE.

The study of Composition, in many of our schools, is too often neglected, or if taken up at all, is done in a very perfunctory manner.

One reason for this, and perhaps the main one is, that there has been in our schools, no practical text-book, that would lead the pupils to arrange their thoughts in a clear, concise and pure form.

Composition is one of the most important subjects in the school curriculum, yet all teachers acknowledge, that, except in rare instances, the work is performed in a very 'hap-hazard' way.

The object of this series of graded composition books is to so train the children in the use of the written language, that at the end of the course, they may be able to write intelligently, grammatically, and fluently on any subject within their knowledge.

The matter of letter-writing has been very fully treated, and this otherwise difficult subject will, it is hoped, no longer prove a 'bug[illegible]'

Th[illegible]rk has been carefully graded, and nothing appears in it that has not been put to a practical test in the actual school work of its authors.

Part I. is designed for use in Part Second, Junior Second and Senior Second Classes, and is issued in connection with three corresponding exercise books.

Part II. is now in press, and is intended for classes from Junior Third to Public School Leaving inclusive.

Acknowledgments are hereby made for suggestions obtained from Public and Separate School Inspectors, Advanced Teachers, and Canadian and American books on Language.

In schools where Composition has not been systematically taught, teachers are strongly advised to begin at the beginning and cause their pupils to take the whole course. Each of the exercise books has been so arranged as to lead to its successor, and much better results will be obtained by making even the advanced classes take up the preparatory work.

THE AUTHORS.

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FIRST STEPS IN COMPOSITION.

PART I.

FIRST BOOK CLASSES.

CHAPTER I.

WORD-MAKING.

Exercise 1. Make words by putting c, f, h, m, p, r, s, v, and b before "at".

Model—	*at*	*at*	*at*
	cat	mat	sat
	fat	pat	vat
	hat	rat	bat

Ex. 2. Make words by putting c, f, m, p, r, v, and t before "an".

Ex. 3. Make words by putting b, f, d, g, p, r, and w before "ig".

Ex. 4. Make words by putting c, d, g, h, l, n, p, and r before "ot".

Ex. 5. Make words by putting b, d, k, p, s, t, and w before "in".

NOTE TO TEACHER—The children should be taught to rule their books vertically to economize space, and keep the exercises separate. A blank space should be left between the exercises. Insist on neatness.

Ex. 6. Make words by putting d, h, m, p, and t before "en".

Ex. 7. Make all the words you can by putting th, wh, sh, and ch before at, ot, en, an, ip, op, is, um, un, id, ad, ed, ap, ub, ut.

Ex. 8. Write five words ending in "ing".

Ex. 9. Write five words ending in "ight".

Ex. 10. Write five words ending in "ate".

Ex. 11. Make new words from the letters in each of these words :—

top	star	quite
rat	file	tub
pat	tear	tacks
nap	read	live
net	nest	board

Ex. 12. Make all the words you can from these letters :—

t, n, o	o, r, o, m	k, a, e, w
r, m, f, o	k, c, t, a, s	e, r, h, t, c
r, d, e, o	e, t, q, i, u	v, l, e, i

Ex. 13. Make all the words you can from :—

1. a, e, i, o, u, t, m, n, f, l, g.
2. k, m, o, p, l, t, b, i, c, l, e.
3. g, n, u, b, f, d, p, e, d, c, a.
4. o, l, g, t, w, c, m, r, t, l, b.
5. g, h, j, i, o, s, r, t, a, b, c.

CHAPTER II.

SENTENCE MAKING.

Ex. 1. Put these words together to make sentences :—

1. see, pig, I, a, big.
2. can, see, I, cat, the, fat.
3. fat, can, the, run, cat.
4. man, a, run, can.

Ex. 2. Write these words so as to mean something :—

1. man, a, big, has, the, dog.
2. boy, red, a, cap, has, the.
3. pet, cat, a, has, Ned.
4. cup, big, has, Ann, the.

Ex. 3. Write these words so that they will form sentences :—

1. pig, has, Ben, big, a.
2. is, lot, in, the, it, now.
3. can, get, it, not, out, he.
4. Ben, in, pen, will, it, put, the.

Ex. 4. Make sentences from these words :—

1. Ben, Fred, two, are, and, boys.
2. like, fish, they, to.
3. too, like, they, them, to, eat.
4. take, fry, them, home, will, will, and, mamma, they, them, their.

NOTE TO TEACHER.—Tell the pupils (1) that each group of the above words will form a sentence; (2) that each sentence should begin with a capital, and end with a period; (3) that each sentence should begin on a new line. Insist on neatness.

Ex. 5. Write these words so as to form sentences:—

1. made, wood, ships, are, of.
2. sail, water, they, on.
3. toy, ship, a, made, Harry.
4. it, tub, in, he, a, sailed.

Ex. 6. Make sentences from these words:—

1. ship, lake, on, do, you, the, the, see.
2. go, I, will, if, you, will.
3. on, wall, is, fly, a, big, the.
4. hill, brick, there, large, is, house, on, a, the.

Ex. 7. Make sentences from these words:—

1. wide, was, and, stream, the, deep.
2. could, across, not, swim, dogs, the.
3. had, go, to, they, bridge, the, around, by.
4. away, deer, the, got.

Ex. 8. Write these words to form sentences:—

1. was, flowers, girl, the, picking.
2. saw, when, afraid, she, dog, was, the, she.
3. ran, she, and, quickly, away, lost, in, flowers, her, the, fright.

Ex. 9. Write these words to form sentences:—

1. came, the, down, pouring, rain.
2. built, their, birds, the, nests, oak, the, tree, old, in.
3. flowers, banks, the, covered, are, river, of, the, with.
4. of, torn, leaves, were, the, out, book, the.

Ex. 10. Make sentences from these words:—

1. school, swept, the, is, day, every.
2. mother, my, has, ill, very, been.
3. Fred, broken, Smith, arm, has, his.
4. door, slam, not, do, the.

Ex. 11. Make sentences from these words:—

1. plant, China, the, grows, tea, in.
2. England, larks, in, are, found.
3. girl, flute, blind, playing, the, is, on, the.
4. weather, cold, damp, the, is, and.

Ex. 12. Write these words so as to form sentences.—

1. with, bushes, heavy, ripe, were, the, fruit.
2. old, burned, mill, the, was, last, week.
3. people, kind, beggar, the, very, were, to, old, the.
4. foot, he, slipped, and, his, hurt.

Ex. 13. Write these words so as to form sentences:—

1. pony, father, gave, my, me, a.
2. feet, four, has, it, white.
3. mane, tail, are, its, long, and.
4. Ned, call, him, I.

Ex. 14. Write these words so as to form sentences:—

1. dog, way, my, on, school, saw, I, a, to.
2. very, it, dog, was, large, a.
3. fast, running, he, very, was.
4. mouth, meat, had, piece, in, he, a, of, his.

CHAPTER III.

WORDS THAT SOUND ALIKE.

Ex. 1. Put the right word in the blank.

see	1. The ship is on the ——.
sea	2. I —— a black bird.
to	3. She has —— brothers.
too	4. John went —— town to-day.
two	5. Harry went ——.
there	6. He stood over ——.
their	7. They will send some to —— mother.
seem	8. Does the day —— long?
seam	9. I have a —— to make in this dress.
write	10. Did you —— your lesson?
right	11. Yes, but it was not ——.
nose	12. His —— is red.
knows	13. He —— his lesson.
so	14. The girl will —— her hat.
sew	15. John will —— the corn.
sow	16. I told you ——.

Ex. 2. Choose the right word:—

1. The boy did not (see)(sea) the hole until it was (to)(two)(too) late.
2. (There) (Their) mamma does not (seem) (seam) to mind the noise.
3. John (nose)(knows) his lesson and he will now (right)(write) it before he goes to see the man (sew)(so)(sow) the wheat.

Ex. 3. Put the right word in the blank :—

new	1. Annie —— her lesson.
knew	2. The teacher gave her a —— one.
hear	3. We do not —— you.
here	4. Who is the best boy ——?
meat	5. The —— is not cooked.
meet	6. When shall we —— again?
dear	7. The man shot a ——.
deer	8. The girl loves her —— mother.
be	9. We shall —— there.
bee	10. The busy —— makes honey.
ant	11. The —— lives in the ground.
aunt	12. My —— is ill.
by	13. She stood —— the door.
buy	14. Will you —— a rose?
threw	15. The cat went —— the door.
through	16. The man —— a stick at it.

Ex. 4. Choose the right word :—

1. The (knew)(new) teacher will be (hear)(here) to-day. I am going to the train to (meet) (meat) her.

2. (Be)(Bee) sure to tell my (aunt)(ant) when she comes.

3. As I pass (through)(threw) the town, I will (by)(buy) Fred a pretty book.

Ex. 5. Put the right word in the blank :—

herd	1. A —— of cows, means many cows.
heard	2. We —— the band play.
would	3. —— you like some tea?
wood	4. Carry in some ——, please.
pale	5. She had a —— of water.
pail	6. She looked very ——.
hall	7. The —— door was open.
haul	8. The men will —— some wood.
blue	9. The wind —— the tree down.
blew	10. She has a —— dress.
read	11. John has a —— cap.
red	12. We —— a story.
hare	13. A —— is a wild rabbit.
hair	14. The girl has curly ——.
dew	15. The rent will be —— to-morrow.
due	16. The —— is on the grass.

Ex. 6. Choose the right word :—

1. The (heard)(herd) of cows is in the (wood) (would).
2. She put a (pale)(pail) of water in the (hall) (haul).
3. John (red)(read) a story in the book with the (blue)(blew) cover.
4. The (hair)(hare) of the dog is wet with (due) (dew).

Ex. 7. Put the right word in the blank :—

hour	1. —— school is built of brick.
our	2. In an —— she will be here.
one	3. Charlie —— the prize.
won	4. Two and —— make three.
sent	5. The dog has a keen ——.
cent	6. The boy was —— to the town.
scent	7. It cost one ——.
hew	8. The man will —— down the tree.
hue	9. The clouds were of a bright ——.
fair	10. What is the —— to Windsor?
fare	11. The girl had —— hair.
son	12. The —— is shining.
sun	13. His —— was hurt.
wrap	14. —— at the door.
rap	15. —— the shawl around you.

Ex. 8. Choose the right word :—

1. We (won)(one) the game in an (our)(hour).
2. He (cent)(scent)(sent) the boy to (hew)(hue) down the tree.
3. He paid the (fair)(fare) for his (sun)(son) and told him to (wrap)(rap) on the door when he came back.
4. You can not buy a bottle of (sent)(scent)(cent) with one (sent)(cent)(scent).

CHAPTER IV.

PERIOD AND QUESTION MARK.

When a sentence tells something we place a period at the end.

Model—Charles is a good boy.

When a sentence asks something, we place a question mark at the end.

Model—Is Charles a good boy?

Put the right mark at the end of each of these sentences :—

Ex. 1. 1. The cat is on the mat
2. Can the cat see the man
3. Tom wants to go fishing
4. Will his mother let him go

Ex. 2. 1. A little girl sat under a tree
2. Will you have a chair
3. The jolly old man began to laugh
4. Why did the children run away

Ex. 3. 1. Harry's father bought him a dog
2. What kind of dog was it
3. It was a Newfoundland dog
4. Was Harry proud of his dog
5. Yes, and the dog was fond of Harry

Ex. 4. 1. Mary was eight years old
2. Did you ask where she lived
3. What did she say
4. She said she lived in England
5. Where is England
6. England is away over the sea

Put the proper mark at the end of each of these sentences :—

Ex. 5. 1. Boys like to play at marbles
2. Girls like to skip
3. Why was the mouse caught
4. When do the stars shine
5. The boys have gone fishing

Ex. 6. 1. They are watching for the ship
2. The dog will swim out into the lake
3. How was the dog killed
4. The leaves of the book have not been cut
5. When does the sun go down

Ex. 7. 1. Larkspurs and daisies are flowers
2. Captain Peel had a ship called "The Bee"
3. From what is butter made
4. Shall I open the window
5. Why does the blind man play on a harp

Ex. 8. 1. What is a Turk
2. The clouds looked very dark
3. The wind blew a terrible gale
4. Does Fred know his lesson
5. How far is it to Toronto

NOTE TO TEACHER—Additional practice may be given by getting the pupils to supplement this work on their slates or scribblers as follows :—

1. Write six sentences with a period at the end.
2. Write six sentences with a question mark at the end.
3. Write six questions to which you can answer "yes."
4. Write six questions to which you can answer "no."

CHAPTER V.

SENTENCE MAKING.—*Continued.*

Ex. 1. Fill in each blank with one word, telling something about each of these :—

1. Birds —.
2. Dogs —.
3. Girls —.
4. Horses —.
5. Cats —.
6. Fish —.
7. Boats —.
8. Leaves —.
9. Fire —.
10. Rivers —.
11. Trees —.
12. Snakes —.
13. Lions —.
14. Pigs —.
15. Rain —.

Ex. 2. Write these sentences, filling each blank with one word :—

1. —— sail on the water.
2. —— sleep through the winter.
3. —— is white.
4. —— have wings.
5. —— eat hay and oats.
6. —— ring.
7. —— is good for you.
8. —— gather honey.
9. —— work in school.
10. —— are good to eat.

Ex. 3. 1. Girls can ——.
2. Birds have ——.
3. Horses eat ——.
4. Dogs bark ——.
5. Cats catch ——.
6. Trees have ——.
7. Lamps give ——.
8. A boy likes ——.

9. Wood will ——.
10. Glass will ——.

Ex. 4. Put a right word in each blank :—

1. Stoves are made — —.
2. Some houses — —.
3. Books — —.
4. Charlie has — —.
5. Squirrels — —.
6. Berries are good — —.
7. Flowers — —.
8. We get wool — —.
9. The ship is built — —.
10. We pick apples — —.

Ex. 5. 1. Her hair — not —.
2. The — ran —.
3. When — — — run away?
4. — broke — — finger.
5. — home — — Scotland.
6. — table has — —.
7. — dogs — after — —.
8. — — river — before —.
9. — hat — edged — — gimp.
10. — — boy — — lessons.

Ex. 6. 1. Two and — make —.
2. Six and — make —.
3. — and four make —.
4. — and five — —.
5. — and — — —.
6. Nine and — make —.
7. — — six — —.

Ex. 7. Fill each blank with the right word :—

1. We — — pens — —.
2. Brooms — used — — —.
3. — men — building — — —.
4. Flies — very — eyes.
5. — teacher — pleased — John's —.
6. Too — meat — — good in —.
7. The floor — — with —.
8. Cloth — — by — yard.
9. — sky — — — clouds.
10. A — light — shining in — —.

Ex. 8. 1. Red curtains — — — windows.

2. — — fence — — — built there.
3. The woman — — and — and —.
4. The — whistled — — trees.
5. My — dog — — yesterday.
6. When — — — sail?
7. Was the — — — away?
8. — stars — in — sky.
9. Fanny gave — — — beautiful —.
10. When she — I — — —.

Ex. 9. 1. Bullets — — of lead.

2. Lead — a —.
3. Of what other — is lead?
4. — is — found?
5. It is found in — and —.
6. How — men — lead?
7. They — — — — — ground.

CHAPTER VI.

WORDS OF OPPOSITE MEANING.

Ex. 1. Give the opposites of :—

1. long	5. many	9. nothing
2. good	6. old	10. fast
3. down	7. much	11. calm
4. great	8. last	12. open

Ex. 2. Give the opposites of :—

1. dull	5. fresh	9. soft
2. narrow	6. play	10. below
3. sell	7. hard	11. strong
4. hot	8. this	12. cool

Ex. 3. Give the opposites :—

1. lost	5. deep	9. well
2. rest	6. here	10. best
3. thin	7. pretty	11. early
4. night	8. out	12. over

Ex. 4. Give the opposites :—

1. full	5. smooth	9. quiet
2. trouble	6. heavy	10. clear
3. happy	7. fine	11. broad
4. before	8. high	12. cheap

Ex. 5. 1. Write a sentence using the word *long* and its opposite.

2. Write a sentence using *cheap* and its opposite.

3. Write a sentence using *full* and its opposite.

CHAPTER VII.

WORDS OFTEN MIS-USED.

Ex. 1. Fill each blank with *saw* or *seen* :—

1. I —— him yesterday.
2. Have you —— my kite?
3. The dog —— the fox.
4. The man —— some birds.
5. She has never —— an owl.

Ex. 2. Fill each blank with *was* or *were* :—

1. —— you at school yesterday?
2. No, but my sisters ——.
3. He —— always a good boy.
4. There —— five horses in the stable.
5. —— the men working?

Ex. 3. Fill each blank with *did* or *done* :—

1. Have you —— your work?
2. I —— it long ago.
3. The boys —— their work.
4. I am sure he —— it.
5. He —— four sums.

Ex. 4. Fill each blank with *is* or *are* :—

1. —— your sisters coming back?
2. One of them —— coming to-day.
3. Mary —— at school.
4. The girls —— playing in the yard.
5. —— Jane not at school?

Ex. 5. Write sentences telling what you saw on your way to school, using the words *are, did, were, seen.*

Ex. 6. Fill each blank with *have* or *has* :—

1. —— Miss Jones gone away ?
2. The man —— been ill.
3. —— the boys gone fishing ?
4. Harry —— broken his finger.
5. The men —— caught the horse.

Ex. 7. Fill each blank with *went* or *gone* :—

1. Have the men —— to work ?
2. John has —— to the city.
3. Has Mary —— away ?
4. Yes, she —— this morning.
5. My brothers have —— to Toronto.

Ex. 8. Fill each blank with *run* or *ran* :—

1. She —— home yesterday.
2. A man —— a race.
3. The boys have —— a mile.
4. The girl has —— from home.
5. The old horse —— a race and won it.

Ex. 9. Fill each blank with *come* or *came* :—

1. This boy has —— to school.
2. His father —— with him.
3. Have you —— far to-day ?
4. I —— from London.
5. I have —— to see you.

Ex. 10. Write sentences telling :—

1. Where the school bell is.
2. Where the teacher's desk is.
3. Where the maps are.
4. How many pupils are in your class.

CHAPTER VIII.

SIMPLE CORRECTIONS.

Ex. 1. Correct where necessary :—

1. Where was the boys?
2. Sarah and Tom were at school.
3. When were you at home?
4. Miss Smith were at school.
5. He and I was there.
6. He and you was right.

Ex. 2. Correct where necessary :—

1. James are at home.
2. The girls is writing.
3. Is the boys at play?
4. Are the girls singing?
5. Fanny and Kate is coming.
6. Is the men working?

Ex. 3. Correct where necessary :—

1. Has the boys a ball?
2. John has ten cents.
3. The man have a dog.
4. Books has covers.
5. The men has no coats.
6. Have the girls a doll?
7. Me and John went fishing.
8. You and him was right.
9. A ship is on the see.
10. My ears is cold.
11. Has Mary and James come home?

Ex. 4. Correct where necessary :—

1. I seen two squirrels.
2. Have you saw my sisters?
3. We saw a star.
4. I seen a horse.
5. Have the boys seen the bear?
6. I have saw six birds.

Ex. 5. Correct where necessary :—

1. Is the pudding done?
2. He done his work well.
3. What was did with the book?
4. They done their writing well.
5. The work was well done.
6. Have you did as I told you?

Ex. 6. The word "aint" should never be used. Correct where necessary :—

1. She aint going to school.
2. You aint the first one.
3. The men aint working.
4. I aint writing.
5. Aint he at home?
6. They aint doing it.
7. We aint got no horses.
8. There aint no books on the table.
9. I aint got no slate pencil
10. Aint you going away?
11. It aint right.
12. He aint no right to go there.

CHAPTER IX.

CAPITAL LETTERS.

1. Every sentence should begin with a capital letter.

2. The letter I when it stands for the person writing should be a capital.

3. Names of persons and places should begin with capitals.

Ex. 1. Write these sentences correctly. Do not forget to put the right marks at the end :—

1. my dog can jump
2. a cat can see in the dark
3. be sure you are right
4. two and two make four
5. a yard is three feet
6. the sun gives heat and light

Ex. 2. Write these sentences correctly :—

1. our horse can run fast
2. he is a black horse
3. his name is Ned
4. he has four white feet
5. his tail is long and black
6. i can ride on his back

Ex. 3. Write these sentences correctly :—

1. is mary a good girl
2. she lives in york
3. can peter play ball
4. i see james and john
5. will william give jane the ball
6. has ned gone to europe

Ex. 4. Write these sentences, putting in capitals and right marks at the end :—

1. is that your dog
2. yes, this is my dog, dash
3. can the dog run
4. has will jones four white mice
5. they can run and play
6. will the black cat catch the mouse

Ex. 5. 1. does a cat see in the dark
2. is it a black cat
3. can a cat run
4. do three and two make five
5. will a dog bark
6. may i have a drink

Ex. 6. 1. have you my ball
2. is your papa here
3. will you give me an apple
4. how many are four and four
5. when will he come
6. can you spell, summer

Ex. 7. 1. Use "I" to stand for the person writing in five sentences.
2. Write five sentences beginning with *what.*
3. Write five sentences beginning with *where.*
4. Write five sentences beginning with *why.*
5. Write five sentences beginning with *when.*
6. Write five sentences beginning with *which.*
7. Write five sentences beginning with *whose.*

CHAPTER X.

ABBREVIATIONS.

Ex. 1. Write the words for which each of the following stands :—

1. who's	5. she's	9. we're
2. here's	6. there's	10. he'll
3. it's	7. you're	11. you'll
4. he's	8. they're	12. they'll

Ex. 2.

1. didn't	5. can't	9. we're
2. don't	6. isn't	10. you've
3. doesn't	7. wouldn't	11. they're
4. wasn't	8. I'm	12. 'twas

Ex. 3. Write these sentences, using the short forms:—

1. *They are* not at school.
2. *We have* lost our books.
3. *I am* not so tall as my sister.
4. *It was* Christmas Eve.
5. *You have* come in time.
6. It *can not* be John.

Ex. 4.

1. *You have* torn my hat.
2. *It is* past eight *of the clock.*
3. *They have* finished their work.
4. He ate it because he *did not* think.
5. He says it *is not* my chair.
6. We *cannot* kill a bird.

NOTE TO THE TEACHER—In these and other exercises better results will be obtained if the work is first done orally in class. Careful directions should be given the pupils in the matter of putting their answers on paper in order that space may be economized without giving the writing a cramped appearance. *Insist on neatness.*

Ex. 5. Write these sentences, using the short forms:—

1. We *do not* know our lessons.
2. *It was* not very large.
3. *He will* break the window if *he is* not caught.
4. When *she is* older, *she will* be wiser.
5. *We are* tired of our work.
6. *There is* an apple in the basket.

Ex. 6. 1. *Here is* the old man and *there is* the young man.

2. *Who is* the captain of that ship?
3. She *does not* care for study.
4. They *do not* like work.
5. *You will* be late for church if you *do not* make haste.
6. *Who will* carry these flowers?

Ex. 7. Write these sentences, but do not use the short forms:—

1. *Who'll* close that door?
2. *She's* the girl I saw.
3. *It's* not the book I want.
4. *'Tis* evening.
5. *There's* not a better boy in the land.
6. *You're* looking at my book.

Ex. 8. Write these sentences, but do not use the short forms:—

1. *I've* a new book.
2. *They're* in the water.
3. *He's* a good boy.
4. *I'm* afraid of the dog.
5. *He'll* do the sum.
6. *Don't* be afraid.

The names of the days of the week and the months of the year must always begin with capital letters.

Ex. 9. Write the names of the days of the week in a column, and in another column write the short form for each day. Be sure to put a period after each short form.

Model—Wednesday | Wed.

Ex. 10. Write the names of the months of the year in a column, and in another column write the short form for each month. Do not forget to put a period after each short form.

Model—December | Dec.

Ex. 11. Write the words first, second, third, fourth, as far as thirty-first, and opposite each, place its short form.

Model—first	1st.
second	2nd.
third	3rd.
fourth	4th.

Ex. 12. Write this verse, putting in capital letters for the names of the months and for the first word of each line. Commit the verse to memory.

thirty days has september,
april, june and november;
february has twenty-eight alone;
all the rest have thirty-one;
but leap year coming once in four,
february then has one day more.

CHAPTER XI.

SIMPLE CORRECTIONS.—REVIEW.

Ex. 1. Correct the following:—

1. Him and me was there.
2. Her and her brother was away to-day.
3. Please can I sit with Ellen?
4. May me and Minnie go to the map
5. We have not got none.
6. Was you at school yesterday

Ex. 2. 1. Them there boys was fighting
2. There ain't no work for us to do.
3. Have you got all those apples
4. There ain't no mice in our cellar
5. These here girls write well.
6. Them horses are working.

Ex. 3. 1. He ain't going to chop wood for nobody.
2. Me and Annie haven't got no pencils
3. Nobody won't be there.
4. He won't take no notice to that.
5. Father said he wouldn't make no such plan.
6. If nobody won't come there won't be no meeting

Ex. 4. 1. John said that him and me would go in the cart.
2. Me and you had better stay to home.
3. He's over to the church just now.
4. Where's your father? He's to home.
5. I haven't got skates this winter.
6. Can I leave the room?

CHAPTER XII.

MISCELLANEOUS.

Ex. 1. Fill in the blanks with one of these words:—ton, pound, gallon, yard, dozen, pair, acre, cord, crate, quart, barrel, quire, bushel.

1. Berries are sold by the ——.
2. Shoes are sold by the ——.
3. Coal is sold by the ——.
4. Sugar is sold by the ——.
5. Land is sold by the ——.
6. Coal-oil is sold by the ——.
7. Cloth is sold by the ——.
8. Eggs are sold by the ——.
9. Wood is sold by the ——.
10. Paper is sold by the ——.

Ex. 2. 1. Syrup is sold by the ——.
2. Ribbon is sold by the ——.
3. Butter is sold by the ——.
4. Milk is sold by the ——.
5. Flour is sold by the ——.
6. Honey is sold by the ——.
7. Wheat is sold by the ——.
8. Yarn is sold by the ——.
9. Hay is sold by the ——.
10. Apples are sold by the ——.

Ex. 3. Make sentences with the following words used correctly in them, but do not write the meaning of the words:—

1. year	3. cloth	5. letter
2. nibble	4. calm	6. buckle

Ex. 4. Tell what each of the following means :—

1. ink-bottle.
2. lead-pencil.
3. black-board.
4. milk-maid.
5. play-mates.
6. plum-stone.
7. house-rent.
8. window-pane.
9. butter-dish.
10. book-case.
11. hen-house.
12. paper-knife.

Ex. 5.
1. lake-shore.
2. school-house.
3. berry-bush.
4. grape-vine.
5. tea-party.
6. neck-lace.
7. play-ground.
8. school-yard.
9. copy-book.
10. pew-rent.
11. barn-yard.
12. dinner-bell.

Ex. 6.
1. over-coat.
2. boy-like.
3. news-paper.
4. sea-shore.
5. fair-ground.
6. rat-trap.
7. boat-house.
8. door-yard.
9. sail-boat.
10. dinner-table.
11. after-noon.
12. beech-trees.

Ex. 7. Write questions for which the following are answers :—

1. I am six years old.
2. I live in Toronto.
3. My dog's name is Rover.
4. No, he is quiet.
5. There are four in our family.
6. I was born in December.
7. My brother's name is John.
8. He lost his ball in the river.
9. I can not swim.
10. I can jump three feet.

CHAPTER XIII.

SKELETON STORIES.

Ex. 1. Write a story about Harry, telling :—

1. His full name.
2. Where he lives.
3. How old he is.
4. What school he goes to.
5. Five things about the school.

Ex. 2. Write a story about "Fanny's Birth-day Party," telling :—

1. How old Fanny was.
2. Where the party was.
3. What girls were there.
4. What time they went home.
5. What games were played.
6. About Fanny's home.
7. How sorry they were to say good-bye to Fanny.

Ex. 3. Write about Ralph's ship, telling :—

1. Who made it and who gave it to him.
2. How he and his sister sailed it.
3. About his dog Carlo.
4. How the ship got away from them.
5. How Carlo brought it back.
6. How Ralph and his sister thanked Carlo.

Ex. 4. Write a story about two boys and a raft, telling :—

1. The boys' names and ages.
2. Of what the raft was made.
3. Where they played with it.

Ex. 5. Write the story of The New Sled, telling :— .

1. Whose sled it was.
2. Where he got it.
3. What color it was.
4. About riding down hill.
5. Why the sled was put away.
6. When it was brought out again.

Ex. 6. Write a story about Tom's Visit to the Farm, telling:—

1. Who Tom was.
2. Whom he visited.
3. When he visited them.
4. What work Tom did.
5. Was he sorry to go back to town?
6. Were his mother and father glad to see him?

Ex. 7. Write the following story in your own words:—

Some boys were going home from school. Down the street was coming a fast horse. Along came an old lady. To cross the street she was afraid. She was seen by one of the boys. He ran quickly and helped her across the street. Was he not a good boy?

Ex. 8. Write a short composition on "Salt," telling:—

1. How we get it.
2. Where we get it.
3. How it is sold.
4. For what it is used.

Ex. 9. Write a composition on "Wheat," telling:—

1. When it is sown.
2. How and when it is harvested.
3. What is done with it then.

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SECOND BOOK.

CHAPTER I.

WORD AND SENTENCE MAKING.

Exercise 1. Change the letters of these words so as to make new words :—

1. how	5. now	9. rats
2. mead	6. on	10. slate
3. dearth	7. but	11. stop
4. kills	8. eat	12. sue

Ex. 2. Make new words from the following :—

1. not	5. lame	9. low
2. rock	6. deal	10. dear
3. ours	7. robe	11. saw
4. top	8. step	12. wed

Ex. 3. Make other words from the letters which form these words :—

1. limes	5. life	9. words
2. lamb	6. lump	10. quite
3. shook	7. mate	11. tear
4. palm	8. not	12. weak

NOTE TO TEACHER—In these and succeeding exercises of a similar nature, it is suggested that the work be performed three times, (1) orally in class, (2) on slates or in scribblers, (3) with pen and ink in the exercise book. Teachers should see that the scholars make each page an exercise in penmanship. Insist on neatness.

Ex. 4. Write the words these stand for :—

1. aren't	5. you'll	9. isn't
2. I'm	6. o'er	10. didn't
3. I'll	7. 'twas	11. haven't
4. wouldn't	8. can't	12. she's

Ex. 5. Write these out in full :—

1. 'twill	5. there's	9. I've
2. they're	6. It's	10. we're
3. what's	7. he'll	11. we'll
4. don't	8. 'tis	12 you're

Ex. 6. Write words meaning the opposite :—

1. sorry	5. shallow	9. first
2. crooked	6. early	10. backward
3. black	7. these	11. sharp
4. large	8. in	12. cheap

Ex. 7. Write these words so as to make sense :—

Caution.—Each sentence must begin with a capital letter and end with a period. But if a question is asked a question mark must be used at the end of the sentence.

1. ten, my, knife, blades, has.
2. Rogers', it, a, knife, is.
3. Canada, made, no, in, was, it.
4. cost, much, how, did, it.
5. know, I, not, do; was, it, me, to, given.
6. sharp, it, bright, very, and, is.

Ex. 8. 1. skates, are, my, brother's, here.
2. listen, come, and, here.
3. go, you, when, will, fishing.
4. rain, to-morrow, not, it, if, does.
5. bees', in, was, the, the, found, honey, nest.

Ex. 9. Give words meaning the opposite of:—

1. dark	5. full	9. sick
2. over	6. new	10. hard
3. little	7. work	11. strong
4. ugly	8. before	12. up

Ex. 10. Give a word with an opposite meaning for each of the following:—

1. high	5. young	9. idle
2. thick	6. rise	10. slow
3. good	7. best	11. below
4. this	8. right	12. long

Ex. 11. Arrange these words in sentences:—

1. Robert, sister, his, told, story, the.
2. boy, is, the, where, going.
3. Canada, the, is, of, capital, what.
4. teacher, lessons, my, teaches, me, my.
5. class, are, there, my, ten, in.
6. rabbit, Fred, in, shot, a, meadow, the.

Ex. 12. Make sentences from these words:—

1. day, hours, there, a, how, are, many, in.
2. rises, east, the, and, west, the, sun, in, sets, the, in.
3. pound, are, sixteen, in, there, a, ounces.
4. many, are, ton, how, pounds, in, a.
5. Africa, found, in, elephants, are.
6. dollar cents, many, are, how, a, in.

NOTE TO TEACHER—Each sentence should begin on a separate line. Instruct the children to leave a proper margin on the side of the paper. Show by means of the blackboard, the proper method of forming the question mark.

Ex. 13. Make sentences using words having an opposite meaning to:—

1. broad	5. melt	9. short
2. rich	6. cold	10. sour
3. love	7. rough	11. freeze
4. die	8. back	12. bright

Ex. 14. Tell one thing in a sentence about each of the following:—

1. chairs	5. rubber	9. brush
2. spade	6. glass	10. tin
3. pen	7. leather	11. spoon
4. iron	8. steel	12. paper

Ex. 15. Say something about each of the following:—

1. pencil	5. bottle	9. cane
2. clock	6. lumber	10. shoes
3. curtain	7. paper	11. ax
4. stove	8. lamp	12. ink

Ex. 16. Supply *is* or *are* in the following:—

1. He —— here.
2. They —— coming.
3. You —— well.
4. —— the boys late?
5. When —— you going?
6. —— your mother ill?
7. Who —— those girls?
8. —— you working?
9. John and James —— out.
10. Henry —— a good boy.
11. Two and two —— four.
12. Winter —— here.

Ex. 17. Arrange these words properly in sentences:—

1. boy, teacher, the, saw, idle, the.
2. grandmother, letter, a, Nell, to, wrote, her.
3. found, the, field, boy, in, chipmonk, in, a, the.
4. woman, kittens, the, swept, room, the, right, old, two, of, out, the.
5. polar, slip, the, not, bear, does, ice, on, the.
6. across, mouse, floor, run, a, saw, I, the.

Ex. 18. Make sentences beginning with

1. boys	and	ending	with	school.
2. girls	"	"	"	house.
3. birds	"	"	"	sky.
4. sheep	"	"	"	farmer.
5. spiders	"	"	"	flies.
6. cream	"	"	"	milk.
7. babies	"	"	"	toys.
8. Santa Claus		"	"	presents.
9. flowers and		"	"	spring.
10. stoves	"	"	"	iron.
11. windows		"	"	glass.
12. some trees		"	"	apples.

Ex. 19.

1. Write the names of five fruits.
2. Write the names of five grains.
3. Write the names of five tame animals.
4. Write the names of five forest trees.
5. Write the names of five wild animals.
6. Write the names of five birds.
7. Write the names of five flowers.
8. Write the names of five vegetables.

NOTE TO TEACHER—In assigning these or other exercises for home or seat work, the children should receive proper instructions as to the method of putting their work on the page. Encourage neatness and legibility.

Ex. 20. Sometimes we can put several sentences into one, as:—

Model—John saw pigs.
John saw horses.
John saw geese.

John saw pigs, horses and geese.

Model—William went to school.
Thomas went to school.
Henry went to school.
Charles went to school.

William, Thomas, Henry and Charles went to school.

Make one sentence of:—

1. William is young. William is clever. William is industrious.
2. Gold is found in Canada. Silver is found in Canada. Iron is found in Canada.
3. The sun gives light. The moon gives light. The stars give light.
4. Gas is a mineral. Coal is a mineral. Gold is a mineral. Salt is a mineral.
5. A cow is an animal. A sheep is an animal A bear is an animal. A deer is an animal.
6. Glass is smooth. Glass is clear. Glass is bright.
7. Spring is a season. It is a fine season. It comes after winter.
8. Can you write a letter? Can you write a long letter? Can you write a letter to your cousin?
9. The ball is lost. It is lost in the field. The field is near the house.

Ex. 21. Combine the following into one sentence:—

Model—The knife is on the table.
It is my knife.
It is sharp.

My sharp knife is on the table.

1. The boat is on the river. It is a large river. It is a small boat. It is a white boat.
2. The horse is in the field. It is a bay horse. It is a corn field. The field is near the house.
3. My book has pretty pictures. It is a nice book. They are pictures of animals.
4. The dog chased the rabbit. It was your dog. It was a black dog. The rabbit was mine.
5. Susan's mother gave her a dress. It was a red dress. It had a pocket in it.
6. Can you see the man? He is a large man. He has a basket. Apples are in the basket.
7. Robert of Lincoln had a Quaker wife. The wife broods in the grass while Robert sings "Bob-o-Link." She is quiet and pretty. She has brown wings.
8. The polar bear lives in the far north. He does not mind the cold. He has a coat of thick fur. The fur is of a white color.

NOTE TO TEACHER—Lead the pupils to see the utility in the above work. In the oral work numerous examples may be given.

CHAPTER II.

PUNCTUATION AND CAPITALIZATION.

Ex. 1. 1. A sentence must begin with a capital, and end with a period.

2. If a question is asked, end the sentence with a question mark.

3. Notice carefully how commas are used in your readers, and try to use them in your exercises.

Ex. 2. Write these questions correctly :—

1. where does the boy live
2. he lives in this town
3. how many feet are in a yard
4. there are three feet in a yard
5. how many hours are in a day
6. there are twenty-four hours in a day

Ex. 3. 1. what time is it
2. there is nothing more pleasant
3. is it not noble to do good
4. how many colors are in the rainbow
5. what river is near this school
6. we should always write plainly

Ex. 4. Write the following sentence, using capital letters and periods correctly:—

george eaton sold his bay horse bob his mate dick ran away and hurt george's leg his father had to take him to dr king.

Ex. 5. In reply to Manly's question whether snow is of any use, his uncle told him, it keeps the roots of plants from being killed by the frost.

Write Manly's question. Write his uncle's answer.

Ex. 6. 1. how many railroads are in this county
2. a city has eight thousand inhabitants
3. from where does the rain come
4. the sun is many times larger than the earth
5. we have thirteen full moons each year
6. what is a jailer

Ex. 7. Names of persons and places must begin with capital letters.

1. john smith lives in toronto
2. ottawa is the capital of canada
3. paris is a city in france
4. detroit is in michigan
5. does robert brown live in buffalo
6. miss black drove to hamilton

Ex. 8. 1. did columbus discover america
2. longfellow lived in boston
3. james watt invented the steam engine
4. john was at niagara falls
5. has maggie ross been in halifax
6. were george and fanny in chicago
7. when was frank smith in new york
8. edward blake was born in middlesex
9. do we get tea from china and japan

NOTE TO TEACHER—With readers in hand ask the pupils (1) to point out capital letters, (2) periods, (3) question marks. Get the pupils to read sentences containing commas. By means of a spoken sentence show them that a pause is necessary to make the meaning plain. The comma is the printed pause.

Ex. 9. Write the following, putting in proper punctuation marks and capitals :—

1. on monday fred jones will go to hamilton
2. how many fridays are in september this year
3. we have holidays in july and august
4. the village of lucan will hold its fair on tuesday and wednesday
5. there are five wednesdays in january this year
6. thursday is the last day in february

Ex. 10. All names of particular days should begin with capitals.

Models—Christmas Day, Labor Day, New Year's Day, Dominion Day.

Correct the following :—

1. there was snow in toronto on christmas day
2. when is easter sunday
3. there was a picnic in detroit independence day
4. we have holidays on labor day and dominion day
5. the colored people celebrate emancipation day
6. does new year's day come on wednesday this year
7. does good friday come in april this year
8. is arbor day a school holiday
9. the seventeenth of march is st patrick's day
10. do the english celebrate st george's day
11. the scottish people celebrate st andrew's day
12. what do we mean by decoration day

1. All words that mean God or refer to God,
2. All names of books,
3. All names of religious denominations,
4. All names of societies,
5. All names of the days of the week and months of the year, must begin with capitals.

Ex 11. Correct :—

1. george is reading uncle tom's cabin
2. the methodists have a new church
3. did frank doan join the christian endeavor
4. the salvation army is strong in london
5. when does the epworth league meet
6. how many have read tom sawyer

Ex. 12. Re-write, correcting all mistakes :—

1. the foresters marched to church last sunday
2. was sam ross at the meeting of the royal templars
3. next august the freemasons meet in toronto
4. how many times does the word god occur in the bible
5. all christians believe in god
6. we know thine arm will protect us lord

Ex. 13. Make statements or questions beginning with the following words :—

it, then, why, how, can, you, this, the, when, where, who, there, that, those.

Ex. 14. Ask questions commencing with the following words:—

is, did, are, would, should, do, am, will, shall, does, can, had, what, have, how, has, why, was, which, may, of, at, in, were, whom, for, where, might, could.

Ex. 15. When we use the exact words of some one else, we should enclose them in quotation marks.

Model—The boy said, "May I go?"

"Yes," said George, "you may."

Write the following sentences as neatly as you can, and place the proper marks in each:—

1. The girl replied you are wrong
2. When asked George are they coming
3. I will do it said Tommy when I go
4. No answered robert they are not here
5. The teacher at once said you are wrong
6. We may do it said mr smith but we should not
7. No one does it replied mr grant because it is wrong to do so
8. Can any one tell me said frank why the man is lame

Ex. 16. 1. Write a short talk between two boys, using quotation marks.

2. Write a conversation between a grocer and a customer, using quotation marks.

NOTE TO TEACHER—Have the pupils point out in their readers where quotation marks are used. Show their utility by means of sentences such as "John," said the teacher, "knows nothing"; and, John said, "The teacher knows nothing."

CHAPTER III.

SENTENCE MAKING.—*Continued.*

Ex. 1. Tell something about each of the following persons:—

Model—John likes to study.

1. Mary ——.
2. James ——.
3. William ——.
4. Ann ——.
5. Nell ——.
6. Fred ——.

Ex. 2. Make sentences by telling what each of the following does:—

horse	cat	bear	hawk
duck	sheep	owl	mink
hens	dog	pig	fly
squirrel	deer	mouse	goose
fox	turkey	bee	fish

Ex. 3. Ask questions about each of the following persons:—Thomas, Andrew, Henry, Ellen, May, Fanny. Begin with can, has, what, where, why or does.

Ex. 4. Tell something about six places, beginning each sentence with the name of a place.

Model—Toronto is on Lake Ontario.

Ex. 5. Write answers to the questions asked in Ex. 3.

Ex. 6. Write seven sentences telling something that happened on each day of the past week.

Ex. 7. Write the names of four of your schoolmates and say something about each of them.

Ex. 8. Ask six questions about places :—

Model—Is Hamilton a large city ?

Ex. 9. Write six sentences telling something about some particular animal you know.

Model—My pet dog Rover can do many tricks.

Ex. 10. Fill in these blanks by telling what the thing named does. Use the proper marks.

1. Boys —	4. Dogs —	7. Ducks —
2. Birds —	5. Horses —	8. Hens —
3. Sheep —	6. Cows —	9. Bees —

Ex. 11. Ask questions about each of the following. Use the proper marks.

1. grass	4. a man	7. some apples
2. trees	5. a wagon	8. the turkey
3. books	6. a plough	9. a bean

Ex. 12. Fill in the blanks with words that make good sense. Use the proper marks.

1. Did the man — the deer and — the skin
2. The boy — an apple, and his sister — it
3. I — the dog —
4. How many feet — in two yards
5. Can ducks — and horses —
6. James — a rabbit and — it

Ex. 13. Fill in the blanks with one word :—

1. Fish ——
2. Birds ——
3. Girls ——
4. Horses ——
5. The sun ——
6. Babies ——
7. Hens ——
8. Boys ——
9. Dogs ——
10. Sheep ——
11. Roosters ——
12. Cows ——
13. The rain ——
14. Lions ——
15. Men ——
16. Soldiers ——
17. Children ——
18. Clocks ——
19. Kittens ——
20. Ladies ——

Ex. 14. 1. Write the names of the months of the year.

2. Which one has the fewest letters in its name?

3. Which one has the greatest number?

4. How many months have the letter r in them?

5. Which ones contain the letter a?

6. Name the months that have thirty-one days in them.

7. Which month has the least number of days?

8. Write all the months after July.

9. How many letters are in the names of all the months together?

NOTE TO TEACHER—In Exercise 14 instruct the pupils to give their answers in complete sentences.

CHAPTER IV.

SENTENCE MAKING—*Continued.*

Ex. 1. Fill in the blanks with the right words :—

1. — sing.	4. — squeal.	7. — run.
2. — fly.	5. — fight.	8. — swim.
3. — bark.	6. — quack.	9. — shoot.

Ex. 2.

1. — sew.	4. — spires.	7. — neigh.
2. — write.	5. — creep.	8. — gobble.
3. — hum.	6. — cry.	9. — fall.

Ex. 3. Re-write exercise 1, so that each sentence will say something about only one of the things named.

Ex. 4. Re-write exercise 2, making each sentence ask a question about only one of the things named.

Ex. 5. Fill in the following blanks with boys' or girls' names :—

1. —— goes to school.
2. —— has a new knife.
3. —— wears a blue dress.
4. —— is very tall.
5. —— walks a mile to school.
6. —— lives in a brick house.
7. —— has five dolls.
8. —— does his work neatly.
9. —— is kind to everybody.
10. —— brings her dinner to school.
11. —— lives in the city.
12. —— likes study.

Ex. 6. Supply right words for the following :—

1. — lay eggs.
2. — give milk.
3. — rob bees' nests.
4. — swim.
5. — sing songs.
6. — fly.
7. — eat chickens.
8. — play games.
9. — give us wool.
10. — eat hay.

Ex. 7. Fill in the blanks with names of persons you know :—

1. — writes.
2. — sews.
3. — plays.
4. — runs.
5. — jumps.
6. — cries.
7. — studies.
8. — sings.
9. — laughs.

Ex. 8. Re-write exercise 7, so that each sentence will ask a question.

Ex. 9. Put suitable words in these sentences :—

1. The red —— was burned.
2. The cold —— melted.
3. A pretty, little —— fell down.
4. The silk —— was badly torn.
5. A large —— frightened the tramp.
6. Two fine —— were hung on the wall.
7. Many —— went to the party.
8. Some —— broke that window.
9. Sweet —— filled all the valleys.
10. Our kind —— helped us.

Ex. 10. Correct the following :—

1. The sun rise. 2. Boys runs. 3. The cow give milk. 4. Does the horses run fast? 5. Apples grows on trees. 6. The boy study his lesson. 7. The clock tell the time. 8. Do the bird sing? 9. Has dogs small eyes?

CHAPTER V.

SENTENCE MAKING—*Continued.*

Ex. 1. Fill up the blanks with words telling *what*:—

Model—The girl sings ——.
The girl sings a song.

1. The dogs eat —.
2. The horses run —.
3. The hens lay —.
4. The man shot —.
5. The girl made —.
6. The man said —.
7. Farmers sow —.
8. A girl cooked —.
9. The baby broke —.
10. John saw —.
11. The boy heard —.
12. He found —.

Ex. 2. Fill the blanks with words telling *how*:—

Model—The girl sews ——.
The girl sews diligently.

1. The horses neighed ——.
2. The wolves howled ——.
3. The soldiers marched ——.
4. The fire burns ——.
5. The stream flows ——.
6. The boy writes ——.

Ex. 3. Fill the blanks in the following sentences with one word telling *where*. Do not use the same word more than once.

Model—He came ——. He came back.

1. I told him to come ——.
2. Go ——.
3. Bring it ——.
4. He has gone ——.
5. You may put the book ——.

Ex. 4. Fill in the following blanks with two or more words telling *where*:—

Model—The boy played —— .

The boy played in the garden.

1. The kitten ran —— .
2. The lion lives —— .
3. The fish swims —— .
4. The moon goes ——.
5. Will John work ——?
6. Put the book —— .

Ex. 5. Add one word to each of these sentences :—

1. John is —.
2. The cows are —.
3. Did you see —?
4. The butter was —.
5. Good boys play —.
6. Many men drove —.
7. The lion roared —.
8. Teachers give —.
9. She came —.
10. Are you —?
11. James is —.
12. The sun shines —.
13. Bears eat —
14. Babies cry —.
15. Foxes steal —.
16. Pictures are —.
17. Girls buy — .
18. The grapes were —.

Ex. 6. In the following sentences fill the blanks with two or more words telling *when* :—

Model—The birds sing ——.

The birds sing in the morning.

1. My aunt came ——.
2. John went shooting ——.
3. The flowers bloom —— .
4. Columbus discovered America ——.
5. Robins build their nests ——.
6. Good boys study —— .
7. We will go skating ——.

Ex. 7. Complete the following sentences by filling the first blank with a word or words telling *what*, and the second blank with a word or words telling *when* :—

Model—They sold — —.

They sold the lambs yesterday.

1. I saw — —.
2. The man saw — —.
3. Harry split — —.
4. Did Jane make — —?
5. Can Charlie do — —?
6. Will your father write — —?

Ex. 8. Complete the following sentences by words telling *what* and *how* :—

Model—The boy ate — — —.

The boy ate the apple slowly.

1. The cat caught — —.
2. The trees lost — — —.
3. The boys trapped — — —.
4. The girl wrote — — —.
5. Some horses eat — — —.
6. Many men read — — —.
7. The queen rules — — —.
8. The soldiers used — — —.
9. The engine drew — — —.
10. The sun ripens — — —.
11. Cats catch — —.

NOTE TO TEACHER—In this and preceding exercises the use of all technical terms, such as number, adverb, object, subject, should be avoided. The pupils are not supposed to be learning grammar, but the written form of correct expression.

Ex. 9. In the following exercise fill the first blank in each sentence with one or more words telling *how*, and the second with one or more words telling *what*:—

Model—The river — overflowed —.
The river soon overflowed its banks.

1. The painter — painted —.
2. The tailor — made —.
3. The doctor — cured —.
4. Some guns — shoot —.
5. Little girls — tear —.
6. Our teacher — explains —.
7. The shoemaker — repaired —.
8. Many people — act —.

REVIEW.

Ex. 10. Correct the following sentences, and write your exercise as neatly as you can:

1. was them boys hear
2. the chimneys is seen for miles
3. poor tom had never saw a city
4. two turkies was roasted
5. him and me is old friends
6. is the scissors broke
7. tommys father lives in boston
8. he did it very bad
9. she acted very strange
10. i feel good
11. don't say nothing
12. this desk is our's.

CHAPTER VI.

SENTENCE MAKING—*Continued.*

Ex. 1. Fill in the blanks with words telling the kind:—

1. — birds fly.
2. — fish swim.
3. — horses run.
4. — cattle low.
5. — boys study.
6. — girls sew.
7. — men succeed.
8. — dogs bark.
9. — snakes creep.
10. — rivers flow.
11. — soldiers fight.
12. — men steal.

Ex. 2. 1. The —— house is built of brick.
2. That —— horse is my uncle's.
3. Has the —— girl many pears?
4. The —— boy helped the old man.
5. When will the —— vacation come?
6. Can the —— canary sing?
7. A —— boy obeys his parents.
8. The —— bee makes honey.
9. Five —— deer were killed.
10. The —— sun ripens the fruit.
11. The —— firemen saved the girl.

Ex. 3. In the following sentences fill up the blanks with two or more words describing the first thing named:—

Model—The roll — — was on the table.

The roll of money was on the table.

1. The bridge —— spanned the river.
2. The city —— is in Canada.
3. The pail —— is on the floor.
4. The discoverer —— was Columbus
5. The dawn —— is pleasant.

Ex. 4. Supply as many suitable words as you can both before and after the words given:—

1. — apples grow —.
2. — boys play —.
3. — ships sail —.
4. — clubs played —.
5. — girl said —.
6. — lamp gives —.
7. — fire burns —.
8. — horses draw —.
9. — boys caught —.
10. — men found —.
11. — ball bounded —.
12. — clock ticks —.
13. — ducks quack —.
14. — water flows —.
15. — log floated —.
16. — negro picks —.
17. — bear killed —.
18. — squirrel lives —.

Ex. 5. Answer these questions on "Fishing". Make each answer a sentence.

1. Did you ever go fishing?
2. With whom did you go?
3. Where did you go?
4. What kind of pole had you?
5. What kind of bait did you use?
6. What kind of fish did you catch?
7. How did you like the sport?

Ex. 6. Answer these questions about yourself. Make each answer a sentence.

1. What is your name?
2. Where do you live?
3. How old are you?
4. Where were you born?
5. How many sisters and brothers have you?
6. When did you begin to go to school?
7. What class are you in now?
8. When do you think you will be promoted?

CHAPTER VII.

PARAGRAPHING.

A paragraph is a part of a composition consisting of one or more sentences, and usually contains but one continued thought. All compositions that contain more than one continued thought should be divided into paragraphs. The following composition on coal contains four thoughts :—

1. Where it is found.
2. How it is distributed.
3. Its qualities.
4. Its uses.

COAL.

Ex. 1. Men dig in mines for coal. Coal is useful to burn in coal stoves. Coal is black and hard. Coal mines are in England and in Nova Scotia and in the States. We cannot burn coal in every kind of stove. Coal is burned in engines on the railroad. Coal is put into cars and boats and sent to different cities, where it is sold and burned. Coal is used in blacksmith shops. Coal makes a very hot fire.

If we arrange this composition in thoughts of the same kind, it will read as follows :—

COAL.

Ex. 2. Men dig in mines for coal. There are coal mines in England, Nova Scotia and the United States.

After the coal is taken from the mines it is put on cars and boats, and sent to different countries, where it is sold.

It is hard and black and makes a very hot fire.

Coal is very useful to burn in coal stoves. We can

Pupils will copy Exercises 1 and 2 as neatly as possible.

not burn it in every kind of stove. It is burned in engines on the railroad and is also used in blacksmith shops.

Ex. 3. Copy the following four sentences. Put them in two paragraphs, and correctly use capitals and punctuation marks :—

Aunt margaret said susan when she had been knitting only about five minutes i have knitted eighteen rounds so may i go to play now are you done already replied her aunt i thought it would take you twice as long i see susan when you put your will in your work you can do it rapidly you may go now to play.

Ex. 4. Copy the following three sentences, putting them in two paragraphs, and using capitals and punctuation marks correctly :—

The lazy frog said i can swim very well; in fact human beings imitate me when they swim. i am too tired though to swim to that log and besides i mightn't be able to catch flies any better there than here, so i will just wait here and open my mouth a little wider. the fish went off saying to himself laziness is a dreadful disease when it gets a firm hold of one.

Ex. 5. Write a composition about Iron in three paragraphs :—

1. Where obtained. 2. Qualities. 3. Uses.

Ex. 6. Write a composition on Birds' Nests in four paragraphs. Headings :—

1. Time of year.
2. Places.
3. Materials.
4. Shapes.

NOTE TO TEACHER—Draw the pupils' attention to the fact that the prose lessons in their reader are all divided into paragraphs. Get from the pupils the thought contained in each paragraph.

CHAPTER VIII.

SKELETON SENTENCES.

Ex. 1. In the following sentences fill the blanks with suitable words :—

Model—A dog is — than a cat, but — than a —.
A dog is larger than a cat, but smaller than a horse.

1. Summer is — — than —.
2. My aunt — to see — me yesterday.
3. Can you — apples — a cherry tree?
4. A yard is — —.
5. Ottawa is — — — Canada.
6. Canada is — — in North America.

Ex. 2. 1. Dogs sometimes — sheep and —.
2. The moon — round — —.
3. — is a — study.
4. What is meant by —?
5. My — has a bird — —.
6. A boy who — is —.

Ex. 3. 1. A — girl — a skipping rope —.
2. — — horse — — heavy —?
3. A — wolf — a boy — the —.
4. Where — you — to — — that —?
5. — caught — — fish — his —.
6. A — tree grew — their — —.

Ex. 4. 1. — leaves of — are shaped — lances.

2. The — is not — fruit.

3. Walter — — and hungry.

4. Roland — into a — rage.

5. He was — know — — —.

6. Did the — — inside — coach?

Ex. 5. Fill in the blanks:—

1. This is — — that Jack —.

2. Did you — —?

3. Is Mary — —?

4. Grandpapa's hair — —.

5. Andy Moore stopped — —.

6. Frogs can swim — —.

Ex. 6. Complete each sentence by adding two words:—

1. The robins ate — —.

2. Susan's grandmother is — —.

3. My mother taught me — —.

4. Will was an — —.

5. The reindeer lives — —.

6. The ostrich is sometimes called — —.

Ex. 7. Fill the following blanks:—

1. Jack said — kicked — —.

2. Peaches — — in — parts of —.

3. The wind — the — —.

NOTE TO TEACHER—These exercises will be found most interesting to the pupils, and, as they are of great practical value, the number of oral examples should be largely increased.

CHAPTER IX.

WORDS SOUNDED ALIKE.

Ex. 1. Fill each blank in the following sentences with one of the words to the left:—

1. here, hear. If you stand — you can — it.
2. you, yew. Do — see the — tree?
3. there, their. — are — books.
4. to, too, two. It is — warm — drive — miles.
5. pair, pear, pare. — this — with a — of scissors.
6. all, awl. That — is — the shoemaker needs.
7. so, sew, sow. — you can — your dress while I — the seed.
8. hue, hew. Will you — the wood of a grayish —?
9. ring, wring. You will spoil the — if you — those clothes.
10. would, wood. — you buy this cord of —?
11. him, hymn. I like to hear — sing a —.
12. by, buy. As we go — I will — it.
13. our, hour. One — from now — school closes.
14. in, inn. He called — the man from the —.

Ex. 2.

1. be, bee. The — may — in the house.
2. some, sum. This — must be done by — boy.
3. way, weigh. He can — the meat on the — home.
4. meet, meat. He will — you and carry the —.
5. pale, pail. The — girl ran for a —.
6. flue, flew. The bat — up the — of the chimney.
7. blue, blew. The wind — away my — hat.
8. been, bin. Have you — near the oat —?
9. no, know. I will — my friends — more.

Ex. 3.

1. vales, veils. They lost their — while walking in the —.
2. coarse, course. Of — the cloth must be —.
3. we, wee. — saw the — girl as — passed.
4. one, won. I — the — he had.
5. I, eye. In some way — hurt my —.
6. see, sea. He went to — the —.
7. not, knot, naught. If you do — find that —, I care for — else.
8. mite, might. You — have given us that —.

Ex. 4.

1. done, dun. Will you — the man when you have — your work?
2. write, right. You must — to them — away.
3. fair, fare. The — girl paid her —.
4. lesson, lessen. Working at that — will — your strength.
5. piece, peace. You may eat that — of cheese in —.
6. tale, tail. There is a — told about the — of a fish.

Ex. 5.

1. heard, herd. He — the — of cattle.
2. plain, plane. Tom may — that — board.
3. deer, dear. The — child wants a pet —.
4. read, red. I — it in my — book.
5. bear, bare. The — walked on the — ground.
6. hare, hair. The — is covered with fur, not —.
7. whole, hole. He filled in the — front of the —.

Ex. 6.

1. great, grate. The — man sat before the —.
2. lie, lye. That — must not — on the step.
3. weak, week. The — man can not live a —.
4. pane, pain. His face did not — him, and he put in the — of glass.
5. stare, stair. They can — at us from the —.
6. new, knew. I — she had a — dress.
7. none, nun. The — will have — of your talk.

Ex. 7.

1. son, sun. The — rises in the east, my —.
2. wait, weight. Please — until I find the — of this sugar.
3. meddle, medal. Do not — with that silver —.
4. reign, rein, rain. The man who will — his horse in the — is not fit to — over us.
5. nose, knows. He — his — is red.
6. tide, tied. He — the boat when the — rose.
7. hart, heart. He shot the — through the —.
8. but, butt. He broke the — of his gun, — not the barrel.

Ex. 8.

1. paws, pause. Make him —, or his — will get crushed.
2. pistol, pistil. He can shoot the — of a flower with his —.
3. aunt, ant. My — is afraid of an —.
4. lane, lain. The tramp had — in the —.
5. allowed, aloud. He is not — to speak —.
6. air, ere. The — was full of smoke — he arrived.
7. sail, sale. The — of the boat was for —.

Ex. 9.

1. night, knight. The — rode all —.
2. scene, seen. Have you — that beautiful —?
3. ate, eight. — men — the beef.
4. sees, seize. He — he can not — the goods.
5. cellar, seller. The — of the goods lives in a —.
6. flour, flower. I will pluck a — and buy a bag of —.

Ex. 10. Choose the correct words :—

(In, inn) the morning (so, sow, sew) thy (cede seed). It falls like (rain, rein, reign) upon the (new, knew) (mown, moan) grass. (Right, rite, write) is (mower, more) than (mite, might). (Wee, we) (no, know) the (buoy, boy) (maid, made) the (whole, hole) (in, inn) the (read, red) (pale, pail).

Ex. 11. Write sentences to show that you can use the following words with more than one meaning but do not write meanings :—

bank, dart, notice, spot, saw, well.

Ex. 12. Write sentences using correctly words pronounced the same as *made, piece, hair, bough, seem, knows.*

Ex. 13. Re-write exercises 5 and 6 on page 53 in three sentences each.

CHAPTER X.

ABBREVIATIONS.

An abbreviation is a short form of a word. When letters are left off the end of a word the short form should end with a period. When letters are left out of the middle of a word an apostrophe is used.

Model—Thomas, Thos. | ever, e'er.

Ex. 1. Write the following exercise correctly :—

1. chas e ross lives in brussels ont
2. does jas smith live in detroit
3. rev geo grant gave an excellent address
4. dr ryerson was a methodist clergyman
5. mrs secord was a brave canadian woman
6. when will jno r brown buy a doz of eggs
7. is mr wm bond a baptist
8. he wrote to chas e rose, winnipeg to-day
9. london, eng is the largest city in the world

Ex. 2. Write the following abbreviations in a column and opposite each write the word or words for which it stands :—

Model—Abbreviation.	Meaning.
ft.	foot or feet.
doz.	dozen.

doz., Esq., cts., A.D., Rev., St., St., Dr., Dr., viz., C.O.D., etc., P.M., P.M., Hon., Xmas, M.P., Mrs., Mr., qt., yd., in., lbs., oz., qts., yd., pt., pts., lb., ozs., Chas., Geo., Sept., Tues., Oct., Wed.

Ex. 3. Write the following sentences, using short forms where possible :—

1. John Arthur Jones is a good boy.
2. Eggs are twelve cents a dozen.
3. How many pints are in seven quarts?
4. The Honorable Mister Wood is here.
5. Call at seven in the afternoon.
6. John Bartley, postmaster, was here.
7. The goods were shipped Cash on Delivery.
8. There were many things in the box, namely, yards of print, packages of hose, and two gallons of nuts.

Ex. 4. Use short forms where possible in the following :—

1. Buffalo, New York, January seventh, one thousand eight hundred and ninety-six.
2. Sixteen ounces make one pound.
3. He knew the Reverend Henry Ward Beecher.
4. We met Doctor Francis Charles Price in Toronto, Ontario.
5. He came here at nine of the clock in the forenoon.

Ex. 5. Re-write these sentences, writing out the short forms in full :—

1. Geo. Davis, Esq. went to Halifax, N. S.
2. Mr. Robt. Weir of Welland, Ont., came here in Sept.
3. Six ft. make two yds.
4. Mrs. Wm. Brown lives in Montreal, Que.
5. The pkg. weighed four lbs. and ten oz.

CHAPTER XI.

PLURALS AND POSSESSIVES.

Ex. 1. Re-write the following sentences so that each word in italics will mean more than one. Make any other changes necessary in the sentences:—

Model—The *boy* found a *ball*.

The *boys* found some *balls*.

1. A *girl* knew her *lesson*.
2. The *hunter* killed a *bear*.
3. A *tree* was on the *street*.
4. *She* saw an *ox*.
5. *He* helped the *old woman*.

Ex. 2.

1. *That cow* belongs to this *man*.
2. This *school* has a *play-ground*.
3. An honest *boy* found the *goose*.
4. I saw the *face* of the *child*.
5. His *wife* shot a large *deer*.

Ex. 3. Re-write the following sentences so that each word in italics will not mean more than one. Make any other changes necessary in the sentences:—

Model—The *children* played *games*.

The *child* played a *game*.

1. The *oxen* drew the *loads*.
2. Some *mice* ate the *apples*.
3. Their *fathers* brought the *leaves*.
4. There were *cans* on the *benches*.
5. Our *mothers* are kind to *us*.

Ex. 4. Write these words in columns and opposite each write the form which means more than one of the things named :—

Model— one.	more than one.
boy.	boys.

1. book	5. baby	9. duck
2. church	6. fence	10. goose
3. girl	7. river	11. fox
4. man	8. mouse	12. sheet

Ex. 5. Write these words in a column and opposite each write the form which means one of the things named :—

1. calves	5. valleys	9. deer
2. ladies	6. chiefs	10. scissors
3. days	7. wives	11. tongs
4. leaves	8. teeth	12. ashes

Ex. 6. Write sentences using these words in the form which means more than one :—

1. I	5. him	9. her
2. penny	6. buggy	10. his
3. woman	7. child	11. loaf
4. me	8. lie	12. mouse

Ex. 7. Write in a shorter form :—

Model—The horses of the farmer.
The farmer's horses.

1. The house of the man.
2. The knife of the shoemaker.
3. The ponies of the girls.
4. The population of the city.
5. The mouths of the rivers.
6. The eggs of the hens.

Ex. 8. When we wish to show that something belongs to a thing named in the singular, we add an apostrophe and "s" to the singular form, as :—

Model—The boy's hat.

If the name is in its plural form, and the plural ends in "s," we add an apostrophe only :

Model—The boys' hats.

But if the plural does not end in "s," we add the apostrophe and "s," as :

Model—The men's coats.

Ex. 9. Write one word denoting ownership and meaning the same as the words in italics.

Model—The teeth *of the bear.*
The *bear's* teeth.

1. A den *of a lion.*
2. The banks *of a river.*
3. The roots *of a tree.*
4. The face *of the boy.*
5. The name *of the school.*
6. The cry *of the sluggard.*
7. The home *of the minister.*
8. A cloak *for a lady.*
9. A home *for sailors.*
10. A play-ground *for girls.*

Ex. 10. Write sentences containing the forms of the following words that mean more than one and denote ownership :—

Model—*Boy.* It is a *boys'* class.

1. girl
2. ox
3. goose
4. father
5. mouse
6. hand
7. year
8. hour
9. fruit
10. baby
11. lady
12. knife
13. man
14. tiger
15. woman
16. bee
17. animal
18. ostrich

CHAPTER XII.

SIMPLE CORRECTIONS.

Ex. 1. Correct where necessary :—

1. Their mamma seen them apples
2. Please teacher can i go out
3. has the boys one the game
4. we set hear till we was tired
5. my teacher learns me my lessons
6. he bought a box of blackening
7. she died with the fever
8. has the woman went their
9. me and george was on the bases when he catched the ball

Ex. 2. Re-write the following sentences, making any changes you think necessary :—

1. robbie has wrote his lesson
2. have you did your work
3. the squirrel climbed a tree with a bushy tail
4. A man went in the house with a glass eye
5. the boy bought a kite with a sore hand
6. he was laying on the table
7. one of the girls were here
8. try and come to school regular
9. he has went to school to years
10. i throwed my box away
11. raise the curtain up.

Ex. 3. Leave out the unnecessary words in the following sentences:—

1. She was an honest widow woman.
2. On what train did he come on?
3. He returned back to town.
4. The boy climbed up the bank.
5. She has got her book.
6. He is a new beginner.
7. The whole entire crop was destroyed.
8. I caught a great big fish.
9. She was a small little girl.

Ex. 4. Write the following sentences as neatly as you can, making any corrections that are necessary:—

1. We seen they had not no marbles.
2. Them apples is not no smaller than mine is.
3. When was you at there house?
4. He done his work quick on monday.
5. Has he did the sums correct?
6. Me and him was running slow.
7. They was their often frequently.
8. Was you going to return back home?
9. Nobody don't know nothing about it.
10. I am not so old as her.
11. Who did you meet at the door.
12. Us boys enjoys the holidays.
13. Him and I are the same age.
14. Is the goods stole?
15. It was awfully amusing.

he follow-

y as you

ne is.

Ex. 5. Correct where necessary :—

1. were you there yesterday ?
2. henry smith lives in essex.
3. the childrens coats was tore.
4. the deers horns was broke.
5. was that girls name on the board.
6. mr ross rights with his write hand.
7. did the frite make the boy pail ?
8. where you in london ont in oct last.
9. the hole class went to the royal templar concert.

Ex. 6.

1. f patterson esq drove to hamilton.
2. last march was a cold month in windsor.
3. lucy larcom wrote hannah binding shoes.
4. the minister said why do we mourn.
5. father roberts met dr grant in toronto.
6. when was the mens picnic held ?
7. I burnt my bear hands on the stove.
8. who wrote the lesson little lamb ?

Ex. 7.

1. me and frank can carry it.
2. her and her aunt is coming home.
3. him and me are in the same class.
4. mr. rose asked she and I to supper.
5. them and there aunt was at the school.
6. he dont do nothing no more.

CHAPTER XIII.

PARAPHRASING.

Ex. 1. Tell in your own words the meaning of:—

1. All that you do, do with your might;
   Things done by halves, are never done right.
2. Whatever is worth doing at all is worth doing well.
3. Be kind in all you say and do,
   That others may be kind to you.
4. Defer not till to-morrow to be wise,
   To-morrow's sun to thee may never rise.
5. Be good, my child, and let who will be clever;
   Do noble things, not dream them all day long.
6. Truth is honest, truth is sure,
   Truth is strong and must endure.
7. I let you go out, hoping that your own conscience would tell you of your sin.
8. We can never be too careful
   What the seed our hands shall sow;
   Love from love is sure to ripen,
   Hate from hate is sure to grow.
9. Hoe your own row.
10. A soft answer turneth away wrath.
11. A good name is rather to be chosen than great riches.
12. Slow and steady wins the race.

Note to Teacher—The teacher should largely supplement the above exercises. The first attempts will be necessarily crude, but someone has truly said that trifles make perfection and perfection is no trifle.

CHAPTER XIV.

SKELETON STORIES.

Make a story from the following notes :—

Fanny Smith — mother ill — brother not able to work — Fanny earns money — sells papers — buys food — good girl.

Model—Fanny Smith is nine years old. Her mother is ill and her brother is not able to work. Fanny earns money by selling newspapers. She buys food for her mother and her brother. Is she not a good girl?

Ex. 1. Make a story from these hints :—

Johnny Grant — went fishing — large river — in a boat — large fish — boat upset — swam to shore — lost fish and pole — nearly drowned.

Ex. 2. Two girls — cross dog — one girl, afraid — other spoke kindly to dog — dog walked away.

Ex. 3. Bad boy — money stolen — bought candy — grocer knew money — told father — boy cried — arrested — in jail now — wicked punished.

NOTE TO TEACHER—The chapter on skeleton stories is intended to give the pupils practice in the exercise of continued thought. Each pupil should be encouraged to give his own version of the story from the hints. Stress should be placed on variety of expression. Have the pupils choose different suitable titles for each story. Insist on neatness.

Ex. 4. Fox in well — not get out — goat passing — fox happy — goat goes in well — fox on goat's back — out of well — goat dies there.

Ex. 5. Football match — village boys and country boys — country boys win — one boy hurt — another game next week — large crowd.

Ex. 6. Old woman — crowded street — fell down — runaway team — Robbie Grant helps woman — woman thanks Robbie.

Ex. 7. Little boy — matches — fire crackers — face burnt — mamma sorry — boy cried.

Ex. 8. Queen's birthday — large crowd in town — man goes up in balloon — boy's foot caught in rope — people frightened — boy screams — rope breaks — boy falls to ground — dead when picked up.

Ex. 9. Little girl — grandmother — letter tells about things — hens, dogs, horses — studies hard — Third Book soon.

Ex. 10. Boy going to school — boy's name, Fred — saw a runaway — man hurt — doctor's office — not much hurt — be well soon — horse caught — rig broken.

Ex. 11. Fire bell — hose cart — store burning — men save goods — goods spoiled by fire and water — owner goes in to save books — badly burned — saves books — walls fall in.

Ex. 12. Idle boy — lessons never learned — foot of class — teacher scolds — poor report — parents sorry — boy not promoted.

Ex. 13. Roy had a dog — dog's name, Rover — taught to do tricks — jump over a stick — through a hoop — run after ball — dive for stone — carry newspapers.

Ex. 14. Jane's mother gave her a doll — Christmas gift — Jane curious — tore doll open — stuffed with sawdust — no doll now — Jane sorry.

Ex. 15. Beautiful cup — owned by Annie's mother — Annie told not to use it — disobeyed her mother — cup broken — received whipping — obeys her mother now.

Ex. 16. Tom and Fred, off fishing — lot of fish — gave some to sick man — rest home to their mamma — some for dinner — liked them — going again some time.

Ex. 17. Lamb follows Mary — at school with her — put out by teacher — waited for Mary — home with her.

Ex. 18. Winter time — bird at Nell's window — food every morning — became tame — made home in Nell's room — let out when spring came — flew away.

Ex. 19. Tell about Will's dog :—

1. Its kind and name.
2. Who gave it to him.
3. What things it could do.
4. What caused its death.

CHAPTER XV.

EASY COMPOSITIONS.

Ex. 1. Tell the following about a concert you were at lately:—

1. Who got up the concert.
2. Where and when it took place.
3. Who took part.
4. What they did.
5. Which piece you liked best.
6. Was it a success.

Ex. 2. Describe a baseball or cricket match you saw lately, telling the following:—

1. Where you saw the game.
2. When you saw the game.
3. What sides were playing.
4. Who were the captains.
5. Which side won.
6. What was the score.
7. Who was the umpire.

Ex. 3. Write as neatly as you can any four-line verse you have committed to memory.

NOTE TO TEACHER—The Easy Compositions are intended to develop self-reliance in the matter of expressing written thought. Great care should be observed in the correction of exercises. A short, correct sentence should be accepted in preference to a longer one loosely thrown together. The pupils' own work, however crude, should be encouraged. Faults should be kindly pointed out, and pupils asked to substitute correct forms. A pupil's work, however faulty, should never be ridiculed.

Ex. 4. Write a story about your home, telling :—

1. Where you live.
2. Material of which house is built.
3. How long you have lived there.
4. How many in your family.
5. What relation they are to you.

Ex. 5. Write a story about a visit you have made lately, telling :—

1. Where you went.
2. How you went.
3. What you saw on the way.
4. Whom you visited.
5. What you noticed at the place you visited.
6. How long you stayed.
7. How you enjoyed yourself.
8. How you came back.

Ex. 6. Make a story in your own words, using the following :—

1. boy lived near a pond.
2. uncle gave him a pair of skates.
3. wanted to try skates.
4. ice not strong.
5. broke through, nearly drowned.
6. men working in field near pond.
7. heard boy cry and ran to help him.
8. pulled him out.
9. clothing soon covered with ice.
10. boy took cold, sick a long time.

Ex. 7. Make a story about your playmate, telling :—

1. Name and age.
2. Height and complexion.
3. Where born.
4. What games your playmate likes.
5. How long you have been friends.
6. What school you both attend.
7. What class you are in.

Ex. 8. From the following heads make up a story about "The Hungry Mouse" :—

1. a hungry mouse.
2. cheese.
3. cupboard.
4. very small hole.
5. squeezes in.
6. eats.
7. cannot get out.
8. too greedy.

Ex. 9. Write a composition on "The Dog," from the following heads :—

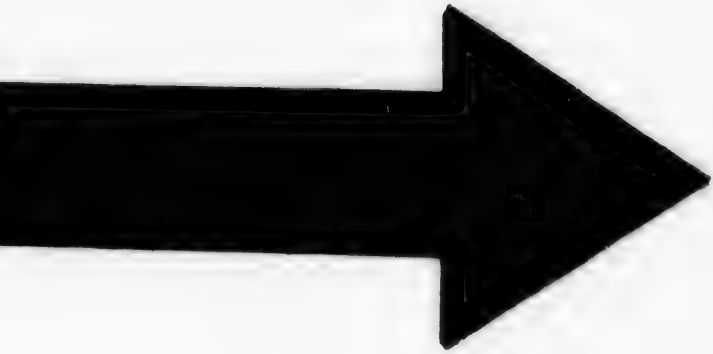
1. Dog, friend of man.
2. watch dogs — guard houses at night.
3. dogs sometimes do work of horses.
4. pet dogs—do many tricks.

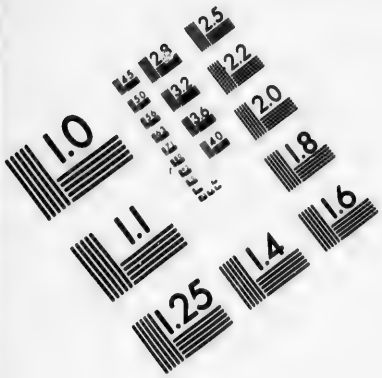
Ex. 10. Tell the story about "The Faithful Dog," from the following :—

1. man — bag of money — dog.
2. man tired — rests under tree.
3. gets up — goes away — forgets money.
4. dog tries to make man go back.
5. pulls at man's coat — man thinks dog is mad — shoots dog.
6. goes on further — misses money — goes back to tree — finds wounded dog watching money.
7. dog dies — man very sorry.

Ex. 11. With the following hints make a story about "The Girl and the Craw-Fish" :—

1. Little girl — father kept store — father and mother go away — girl left in charge of store.
2. Man comes in — bag on back — little girl curious — asks what man has — man says "Craw-Fish" — girl asks if good to eat — man says "Yes."
3. Girl wants some — man gives some for piece of cloth — girl runs to cook fish — after while takes cover off — fish have turned red.
4. Little girl much frightened — drops dish which breaks — papa and mamma come in — girl tells how wicked she has been.
5. Papa tells her how wrong she was — forgives her — tells her craw-fish always turn red when boiled.





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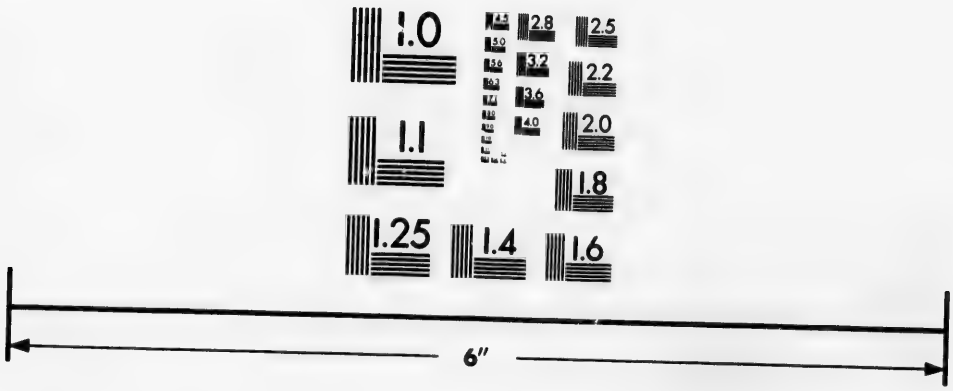

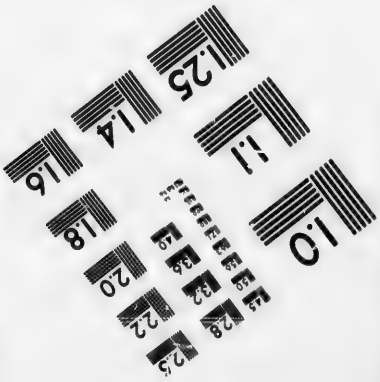

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Ex. 12. From the following models write advertisements for the newspapers, changing the names of the persons, places and things :—

LOST.

On Saturday evening, on Queen Street, a gold brooch with diamond setting. Reward at 15 Louise Street.

FOUND.

Purse containing money. Owner may have the same by proving property and paying cost of this advertisement.

JOHN SMITH, 14 King St. East.

STRAYED.

Into the premises of Lot 4, Concession 7, Harwich, a bay horse. Owner can have same, by paying expenses.

RICHARD GRANT.

FOR SALE.

Twenty milch cows, Jerseys. All young animals. Call or address,

JAMES WINTERS, Baden, Ont.

FOR RENT.

House to rent, 12 rooms, 49 Stanley Street. Comfortable and convenient. Delightful situation. Apply to Clark's Estate Agency, Imperial Bank Building, St. Thomas, Ont.

NOTE TO TEACHER—Pupils should be required to write their easy compositions in paragraphs. Tell the children that all the leading words in a newspaper advertisement should begin with capitals.

CHAPTER XVI.

LETTERS AND REPLIES.

The Heading.

1. The heading of a letter should contain: the name of the place where the letter was written, the month, the day of the month, and the year.

2. On the first ruled line of the paper, or, if the paper be not ruled, about one and a half inches from the top of the sheet, write the *heading*, beginning far enough to the left that the figures that stand for the year will come to the right hand edge of the paper.

3. Place a comma after the name of the place, the day of the month, and a period after the figures that stand for the year.

Model—

Top of Paper.

Toronto, July 9th, 1895.

Top of Paper.

66 Queen Street,
Hamilton, Nov. 10th, 1895.

Ex. 1. Write, as neatly as you can, the headings of six letters from your home to-day.

Ex. 2. You are visiting your aunt, who lives in London at 166 Dundas Street. Write the heading of a letter you would write from her home.

The Address.

The second part of a letter is the address, and it contains the name of the person to whom the letter is written, and the name of the place to which it should be sent. It should be placed below the heading, at the left side of the paper and about an inch from the edge.

Top of Paper.

London, August 15th, 1895.

Miss Fanny Smith,
Hamilton, Ont.

Top of Paper.

186 Front Street,
Kingston, Feb. 19th, 1895.

Mr. Robert Ross,
48 Clarence Street,
St. Thomas, Ont.

Ex. 3. Copy neatly the above models.

Ex. 4 Write the heading and address of a letter written from 48 Ross Street, Halifax, to-day, to Master Roy Brant, Simcoe, Ont.

Ex. 5. Write the heading and address of a letter written from your home yesterday, to Miss Jessie Green, 156 Main Street, Buffalo, New York, U. S.

Ex. 6. Write the heading and address of a letter written to you from London, on May 17th, 1895.

Ex. 7. Write the heading and address of a letter written from your home to-day, to a friend in Hamilton.

Ex. 8. Write the heading and address of a letter written to you by your aunt in Toronto.

Ex. 9. Write the headings and addresses of six letters, each letter to a different person, and each written at a different time.

SPECIMEN LETTER.

WINDSOR, Dec. 9th, 1895.

JAMES EDWARDS, ESQ.,
London, Ont.

DEAR FATHER,

Your letter came last night. We were all glad to hear from you, and hope you will soon come home. Uncle George called last night and took us all for a sleigh-ride. We enjoyed ourselves very much.

Your loving little girl,

NELLY.

Ex. 10. Write neatly the above letter.

NOTE TO TEACHER—In schools where vertical writing is taught, teachers will instruct their pupils to follow the same system in these exercises. The authors' experience is that this system is preferable to all others.

The Salutation.

The salutation is the form in which we address the person to whom we are writing. The common forms are:—Dear Sir, My Dear Sir, Dear Father, Dear Friend, My Dear George, Dear Aunt, etc., all depending on how well we know the person to whom we are writing. Notice carefully how the salutation is punctuated and where it is placed in the model.

Models—

Top of Paper.

Toronto, Sept. 19th, 1895.

Miss Jane Ross,
Chatham, Ont.
Dear Friend,

Top of Paper.

Ottawa, Nov. 20th, 1895.

Mr. Robert Adams,
Winnipeg, Man.
Dear Cousin,

Ex. 11. Turn back to the headings and addresses you have already written, and write the proper salutation for each.

Ex. 12. Write the proper salutation for a letter (1) to your friend, (2) to your cousin, (3) to your father, (4) to your aunt, (5) to your grandfather.

Ex. 13. Begin a letter to your sister, writing the heading, address and salutation.

The Body of the Letter.

This part of the letter should contain the news you wish to send, and anything you think would be of interest to the person to whom you are writing.

The Complimentary Close.

This part of the letter is the polite or complimentary form of closing it, and takes many different forms as: Your loving cousin, Your sincere friend, Your affectionate son, Yours truly, etc.

The Signature.

Last but by no means least, a letter should contain the name of the writer very plainly written.

Ex. 14. Write a letter to your father, who is away from home, and tell him these things:—

1. His letter was received yesterday.
2. All at home are well, except Nelly, who has a cold.
3. How glad you will be when he comes home again.
4. The horse ran away but did no harm.
5. The hen that was lost came home to-day with ten chicks.

Write letters similar in style to the following, but do not use the same words and sentences.

Ex. 15.

KINGSTON, May 1st, 1895.

MASTER CHARLES BROOKES,
Belleville, Ont.

DEAR CHARLIE,

My mother has been kind enough to promise me a birth-day party on next Monday afternoon. If you can come and bring Alice, I shall be very glad.

Your sincere friend,

T. J. ADAMS.

Ex. 16.

GUELPH, Sept. 3rd, 1895.

MR. THOMAS J. WESTON,
Stratford, Ont.

DEAR COUSIN TOM,

School opened on Monday last, after the summer vacation. It was rather hard to get down to work again after such a long play-time. We had a great deal of fun in the holidays—fishing, boating and swimming. I am going to work hard this term, as my teacher says I stand a good chance to be promoted at Christmas. I hope next vacation you will be able to visit me, and we shall have a jolly time.

Your affectionate cousin,

NED.

Ex. 17.

TORONTO, Feb. 14th, 1895.

MISS SUSIE BAKER,
Mitchell, Ont.

DEAR SISTER,

We were pleased to hear that you arrived at Mitchell safely on Monday night. Fanny Grant is spending a few days with us, and will go home next Tuesday. Aunt Kate says she will write you a letter in a few days. Our teacher is having us write letters in school now. I will tell you about the concert when I write again. We all send you our love.

Your loving brother,

FRED.

Ex. 18.

CHATHAM, July 1st, 1895.

MISS KATE BRIGGS,
Peterborough, Ont.

DEAR TEACHER,

My mamma told me this evening that I had passed into the Second Book. She saw my name in the paper in our school report. I will go home, when school opens after holidays, and study hard. Mamma and I are visiting my cousin Fanny here.

Your loving pupil,

MARY BROWN.

Ex. 19.

17 Wellington Street,
LONDON, June 3rd, 1895.

MRS. JAMES BOYD,
Ingersoll, Ont.

DEAR AUNTIE,

Your kind letter inviting me to spend my summer holidays at your home was given to me by mamma to-day. I was very glad to get it, and I will be sure to go as mamma and papa say I may. I go to school every day and my teacher says I am doing well. You may look for me the day after school closes.

Your loving niece,
ETHEL WYNNE.

Ex. 20.

424 Lochiel Street,
OTTAWA, Jan. 2nd, 1895.

DEAR GRANDPAPA,

When I woke on New Year's morning and saw the pretty sleigh you had sent me for a New Year's gift, I was so pleased that I scarcely knew what to do. I tried it right away after breakfast and it runs very well. I thank you a thousand times, my dear grandpapa.

Your loving grandson,
GEORGE BAKER.

Ex. 21.

WINDSOR, Dec. 21st, 1895.

MR. JOSEPH BROWN,
Chatham, Ont.

DEAR FATHER,

I thought you would be pleased to receive a letter from me. I go to school every day and I like it very much. We are now learning to write letters, and my first letter is to you. When are you coming home? Don't forget to bring me a new sled, as the sleighing is very good now. We are all well at home.

Your loving son,
ARTHUR.

Ex. 22.

BOWMANVILLE, July 10th, 1895.

MASTER WILLIAM SMITH,
Captain Beaver B.B.C.,
Newcastle, Ont.

DEAR SIR,

The Rover Baseball Club challenge the Beavers to a friendly game of ball on Wednesday, August 1st.

Yours truly,
CHARLES E. JONES,
Captain R.B.B.C.

Ex. 23.

AMHERSTBURG, June 1st, 1896.

MASTER CHARLES EDWARDS,
Windsor, Ont.

DEAR CHARLIE,

My kind mamma has given me permission to have a party on my birth-day, which will be next Saturday. If you can come I shall be much pleased. We shall have games of many kinds and tea and cakes in a large tent on the lawn. Be sure to let me know if you are coming.

Your sincere friend,
HARRY SMITH.

Ex. 24.

WINDSOR, June 2nd, 1896.

MASTER HENRY SMITH,
Amherstburg, Ont.

DEAR FRIEND HARRY,

Your kind letter inviting me to your birth-day party on next Saturday was received this morning. I was much pleased to have it, and at once asked my parents if I could go. They have given me permission, so I shall be sure to be with you.

Your friend,
CHARLES EDWARDS.

Ex. 25.

WINDSOR, June 2nd, 1896.

MASTER HENRY SMITH,
Amherstburg, Ont.

DEAR FRIEND HARRY,

Your kind letter received. I am very sorry that I shall not be able to go to your birth-day party on next Saturday. I have been very sick for two weeks, and, although I am getting better every day, the doctor thinks it would not be well for me to go out for some time yet. I would like very much to be with you, and I hope you will have a jolly good time.

Your sincere friend,
CHARLES EDWARDS.

Ex. 26.

MOUNT FOREST, May 2nd, 1896.

MISS LILLIE MARA,

The girls of Miss Smith's room challenge the girls of Miss Brown's room to a friendly game of croquet on Thursday afternoon after school.

JENNIE QUINN.

Ex. 27.

STRATHROY, June 4th, 1896.

MISS WINNIE RACE,
Owen Sound, Ont.

DEAR FRIEND,

Our annual school picnic will be held in Port Stanley on Friday the 12th inst. Can you meet us there that day?

Yours sincerely,
ALLIE HURLBURT.

NOTE TO TEACHER.—Pages 84, 85, 86 and 87 are to be copied by the children. After this stage of the work has been reached, the pupils should be encouraged to write longer letters, paying particular attention to paragraphing.

THE ENVELOPE ADDRESS.

STAMP.

Miss Fannie Smith,
Toronto,
45 King Street. *Ontario.*

STAMP.

Master George Ross,
London,
165 Queen Street. *Ontario.*

STAMP.

Mr. Robert Jones,
Buffalo,
New York,
35 Main Street. *U.S.*

Ex. 28. Rule off three spaces each the size of a common envelope. Fill in the names and addresses of people you know.

EXAMINATION PAPERS.

PART SECOND.

PAPER I.

Time—1 hour.

VALUES.

6 1. Write six words ending in "at".

4 2. Make words by putting b, d, h, j, l, m, p, r, t, before "ug".

6 3. Write six words ending in "sh".

4 4. Make new words from the letters in file, tear, quite, tacks.

4 5. t these words together to mean something :—

1. day fine the is.
2. farm, us go to let the.
3. making men are hay the.
4. they the rain fear.

10 6. Choose the right word :—

1. Let us go (too) (to) (two) (sea)(see) the man (so) (sow) (sew) the wheat.
2. You do not (seam) (seem) to have the (write) (right) book.

PART SECOND.

PAPER II.

Time—1 hour.

VALUES.

8 1. Choose the right word :—

1. He (knew) (new) who had the (new) (knew) ball.
2. He (through) (threw) his slate (through) (threw) the window.

6 2. Put these thoughts in one sentence :—

1. The cow is red.
2. The cow is in the stable.
3. The stable is near the barn.

6 3. Write three sentences requiring a question mark at the end.

12 4. Fill in the blanks with right words :—

1. Horses have —— and ——.
2. Men can —— and ——.
3. Birds —— and ——.
4. Dogs are —— and ——.

8 5. Give the opposites of :—

long	dull	lost	full
open	cool	over	cheap
great	hot	night	before
many	fresh	deep	smooth

PART SECOND.

PAPER III.

Time—1 hour.

VALUES.

8 1. Give opposites of :—

last	this	out	high
nothing	soft	well	quiet
coarse	early	strong	calm
much	pretty	fine	heavy

6 2. Change the following without changing the meaning :—

1. I have a hat.
2. The farmer's horse is old.
3. The picture frame is broken.

6 3. Use one of these words in each of the following blanks :—

saw, seen, was, were, did, done, is, are.

1. Have you —— the man who —— it?
2. We —— at the pond but the boat —— not there.
3. —— your sisters coming to school after they have —— their work?

5 4. Correct the following :—

1. Has the boys a ball.
2. Desks has ink-wells.
3. He come on the noon train.
4. Is the men working.
5. The horse run very swiftly.

PART SECOND.

PAPER IV.

Time—1 hour.

VALUES.

15 1. Write the following, correcting all the mistakes you can :—

1. john said to william, "Aint you going to belleville to see if your aunt has came."

2. fred smith thinks he done a very good thing when he stopped the train at windsor.

3. please mr. jones can i have a drink of water.

5 2. Write these thoughts in one sentence :—

My dog can jump. He is a black dog. He can jump over a chair.

5 3. Write the names of five animals, saying something about each.

5 4. Write five sentences beginning with *whose*.

10 5. Write the words for which each of these stands :—who's, she's, we're, you'll, we've, 'twas, I'm, can't, don't, doesn't.

10 6. Write the words for which these are short forms :—

Mon., 1st, Jan., 3rd, Mr., Wed., 4th, Feb., Mrs., Dr.

SECOND BOOK.

PAPER V.

Time—1 hour.

VALUES.

9 1. Using all or any of the following words, write a statement, a command, and a question :—John, door, shut, did, the.

6 2. Name three places where a capital letter should be used.

5 3. Write a sentence, using quotation marks.

8 4. Write out in full the word or words for which each of the following stands :—doz., qts., ft., etc.

10 5. Combine into one sentence :—My brown hen lays eggs. The eggs are white. The eggs are large.

12 6. Fill in these blanks with words that will make sense :—

(a) Charles is — than Joseph, but — than Tom.

(b) Be sure you — — ; then go ahead.

(c) A post — — is stronger than a post — —.

(d) The sun rises — — — and sets — — —.

SECOND BOOK.

PAPER VI.

Time—1 hour.

VALUES.

9 1. Fill in the blanks in the following sentences with as many suitable words as you can :—

(a) — — my father gave — — —.

(b) Coming — — I found — — purse.

(c) Charles — saw — — mouse.

12 2. Make sentences containing the following words: one, won ; to, two, too ; there, their ; blue, blew ; rain, rein, reign ; write, right.

5 3. Write in full the word or words for which each of the following stands : Mrs., Messrs., Capt., Nov., pt.

9 4. Change each of the following words to mean more than one :—baby, goose, church, tooth, lady, wife, ox, fox, scissors.

5 5. Write the following words so that each will mean that something belongs to the thing :—horse, dog, city, rose, wagon.

10 6. Write a ten line letter to your cousin in Hamilton, telling him how you spent your last vacation. Make a drawing of the envelope and address it.

SECOND BOOK.

PAPER VII.

Time—1 hour.

VALUES.

16 1. Fill the blanks in the following sentences with one of these words correctly used :—rise, lie, lay, set, sit, did, seen, gone, went, done, saw, raise.

1. He —— here yesterday.
2. I —— in the seat by the stove.
3. —— the book on the desk.
4. Does the farmer —— pigs?
5. Geese —— eggs.
6. —— the food on the table.
7. He —— himself on the bed.
8. The sheep —— under the tree.

8 2. Write four sentences, each requiring a question mark.

10 3. Tell in your own words the meaning of :—

"All that you do, do with your might;
Things done by halves are never done right."

5 4. Write sentences, using these words changed to mean more than one :—calf, wharf, city, day, child.

11 5. Write a letter to a friend in Toronto telling him about your school under these heads :—(1) Class, (2) things you study, (3) how you like work, (4) what you are working for, (5) your teacher's name and how long she has taught in your school.

SECOND BOOK.

PAPER VIII.

Time—1 hour.

VALUES.

10 1. Correct the following sentences :—

1. i am a canadian.
2. does sam jones live in toronto.
3. put the book there and come hear.
4. he told him the tail of the fly and the spider.
5. he don't no nobody.

4 2. Make one statement from these four :—

I saw a fire. It was a large fire. The fire was in a wood. The wood was near the lake.

10 3. Write in your own words the meaning of :—

Be kind in all you say and do,
That others may be kind to you.

10 4. Write a letter to your aunt, telling about a picnic you went to last summer. Use these heads: (1) When the picnic was. (2) Where the picnic was. (3) Who got it up. (4) Who went with you. (5) What you did there. (6) How and when you came home.

6. 5. Make a statement, a question, and a command about John and the door.

SECOND BOOK.

PAPER IX.

Time—1 hour.

VALUES

15 1. Write an advertisement of between forty and fifty words for a strayed or stolen horse. Give description, age, and offer a reward.

5 2. Use *is*, *was* or *has* in telling your thoughts about *John, a hen, the house, the baby, a cow.*

10 3. Arrange these words to form three thoughts :—
John's, sled, him, bought, new, a, father, red, the, painted, sled, was, much, John, pleased, was.

5. 4. Rule off a space the size of a common envelope and write the address of a letter to Charles Roberts, 156 Mutual Street, Toronto. Show correct position of stamp.

15 5. Write each of the following words in sentences, so that they will show that something belongs to the thing named, but do not use the word *belongs* :—pony, ox, Moses, boys, river.

25 6. Write a fifteen-line letter to your sister who is visiting friends in Montreal, Quebec.

SECOND BOOK.

PAPER X.

Time—1 hour.

COUNTRY.	CHIEF TOWN.	SITUATION.	IMPORTANCE.
Canada	Ottawa	Ottawa River	Capital, Parliament, buildings, scenery.
United States	Washington	Potomac River	Capital, Congress.

VALUES.

16 1. Write the above information in sentences. Make two sentences.

8 2. Write these sentences correctly :—

1. does sam go to school
2. is the dog and the cat fed
3. shut the door tom
4. wednesday will be the first of june

15 3. Write a letter of not less than six lines to a friend in London.

5 4. Mark off the envelope, address, and show where the stamp should be placed.

6 5. Tell the same thoughts in other words :—

The dog's house. The sun's heat. The girls' lessons. My book.

SECOND BOOK.

PAPER XI.

Time—2 hours.

VALUES.

25 1. Write a letter of at least twenty lines to Frank R. Grant who lives on 145 Cass Street, Detroit, Michigan. Acknowledge the receipt of a letter he wrote you a week ago, and tell him about your school, and an accident real or imaginary you witnessed.

5 2. Make a drawing of the envelope (actual size) and properly address it.

20 3. Tell in your own words the story of The Idle Boy. Write it in four paragraphs.

10 4. Re-write the following sentences so that they will not require quotation marks:—

John said to Arthur, "Who is that man?"

"No," replied Allie, "I do not hear very well."

10 5. Write ten words that admit of contractions and opposite each write its short form.

30 6. Your father has a house to rent. Write a suitable advertisement for your local paper.

SECOND BOOK.

PAPER XII.

Time—2 hours.

VALUES.

5 1. What is a paragraph?

15 2. Write three paragraphs telling what you know about "Tea." Do not use the words of your reader.

15 3. Re-write these sentences, telling clearly what meaning is intended:—

1. A fellow was arrested with short hair.
2. I found a cent walking over the bridge.
3. He died and went to his rest in Toronto.

10 4. Write contractions for:—Governor, Postmaster, Doctor, Member of Parliament, Example, Forenoon, collect on delivery, and so forth, package, free on the cars.

15 5. Tell in your own words the story of "Growler and the Tabby Cat." Write the story in paragraphs as follows:—

1. Why the cat was angry.
2. Why the cook was angry.
3. What Growler said when he had heard both stories.

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